

EDGEFIELD SCHOOL DISTRICT

PO Box 608
Edgefield, SC 29824

GRADES PK-12

ENROLLMENT 3,856 Students

SUPERINTENDENT Dr. Sharon W. Keesley 803-275-4601

BOARD CHAIR Bradley D. Covar 803-637-3775

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	16	8	0	0

IMPROVEMENT RATING: **AVERAGE**

ADEQUATE YEARLY PROGRESS: **YES**

This district met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Average	Yes

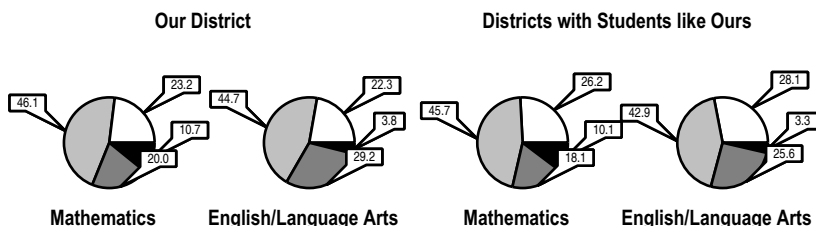
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	69.6	N/A	N/A	75.2	N/A	N/A
Passed 1 subtest	18.8	N/A	N/A	13.2	N/A	N/A
Passed no subtests	11.5	N/A	N/A	11.6	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	8.7	13.1
Seniors who met the SAT/ACT requirement	8.7	13.3
Seniors who met the grade point average	45.7	49.3

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	1,912	99.7	22.3	44.7	29.2	3.8	33.0
Gender							
Male	986	99.6	27.7	46.0	23.6	2.7	26.3
Female	926	99.8	16.6	43.4	35.0	5.0	40.0
Racial/Ethnic Group							
White	927	99.7	10.5	42.6	40.9	6.1	47.0
African-American	947	99.8	34.0	47.4	17.1	1.5	18.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	31	96.8	19.2	34.6	42.3	3.8	46.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,584	99.9	16.0	46.5	33.3	4.2	37.5
Disabled	328	98.8	52.2	36.4	9.5	1.9	11.4
Migrant Status							
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,906	99.7	22.3	44.8	29.0	3.8	32.9
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,908	99.7	22.3	44.8	29.1	3.8	32.9
Socio-Economic Status							
Subsidized meals	1,149	99.6	30.9	46.6	20.3	2.1	22.4
Full-pay meals	761	99.9	9.5	41.9	42.2	6.4	48.6
Mathematics							
All Students	1,913	99.7	23.2	46.1	20.0	10.7	30.7
Gender							
Male	986	99.7	25.4	43.6	20.1	10.9	30.9
Female	927	99.8	20.9	48.7	19.9	10.4	30.3
Racial/Ethnic Group							
White	927	99.7	11.6	43.0	28.0	17.3	45.4
African-American	948	99.8	34.9	49.0	12.2	4.0	16.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	31	100.0	14.8	51.9	22.2	11.1	33.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,584	99.9	17.8	47.3	22.7	12.2	34.9
Disabled	329	98.8	48.9	40.7	7.3	3.2	10.4
Migrant Status							
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,907	99.7	23.3	46.0	20.0	10.7	30.7
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,909	99.7	23.2	46.2	20.0	10.7	30.7
Socio-Economic Status							
Subsidized meals	1,149	99.7	31.8	48.9	14.6	4.7	19.3
Full-pay meals	762	99.9	10.5	42.0	28.0	19.5	47.4

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	317	99.4	20.7	39.8	36.4	3.1	39.5
	Grade 4	320	100.0	26.3	44.5	27.6	1.6	29.2
	Grade 5	335	100.0	28.0	54.7	17.0	0.3	17.3
	Grade 6	337	99.4	31.4	47.5	19.5	1.6	21.1
	Grade 7	304	99.7	23.6	55.1	19.6	1.7	21.3
	Grade 8	319	99.4	30.8	47.7	19.8	1.6	21.4
2004	Grade 3	287	100.0	11.4	33.8	45.9	8.9	54.8
	Grade 4	317	99.7	16.6	49.4	31.2	2.9	34.1
	Grade 5	342	99.7	29.5	48.2	20.5	1.8	22.3
	Grade 6	340	99.4	32.7	41.4	23.5	2.4	25.9
	Grade 7	326	99.7	19.6	50.5	27.4	2.5	29.9
	Grade 8	302	99.7	23.3	51.0	23.0	2.7	25.7
Mathematics								
2003	Grade 3	317	99.7	21.0	48.1	22.0	8.8	30.8
	Grade 4	320	100.0	17.2	51.3	17.2	14.3	31.5
	Grade 5	335	100.0	17.0	51.9	22.6	8.5	31.1
	Grade 6	337	99.1	14.5	51.1	22.1	12.3	34.4
	Grade 7	304	100.0	27.7	39.5	22.3	10.5	32.8
	Grade 8	319	99.7	35.3	49.5	10.0	5.2	15.2
2004	Grade 3	287	100.0	14.9	50.9	27.4	6.8	34.2
	Grade 4	317	100.0	23.5	46.3	18.1	12.1	30.2
	Grade 5	342	99.7	28.0	49.7	14.3	8.0	22.3
	Grade 6	340	99.4	19.9	43.2	22.9	14.0	36.9
	Grade 7	326	99.7	19.0	43.3	24.3	13.4	37.7
	Grade 8	302	99.7	36.7	46.8	11.4	5.1	16.5

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	272	96.0	15.8	35.0	31.2	18.1	49.2
Gender							
Male	141	94.3	18.0	38.3	27.1	16.5	43.6
Female	131	97.7	13.4	31.5	35.4	19.7	55.1
Racial/Ethnic Group							
White	115	98.3	5.4	27.7	35.7	31.3	67.0
African-American	156	94.2	23.8	40.1	27.9	8.2	36.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	223	96.4	7.5	35.0	36.0	21.5	57.5
Disabled	49	93.9	54.3	34.8	8.7	2.2	10.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	272	96.0	15.8	35.0	29.6	18.1	49.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	272	96.0	15.8	35.0	31.2	18.1	49.2
Socio-Economic Status							
Subsidized meals	147	94.6	25.2	36.7	28.1	10.1	38.1
Full-pay meals	125	97.6	5.0	33.1	34.7	27.3	62.0

Mathematics							
All Students	272	96.0	26.2	30.8	29.6	13.5	43.1
Gender							
Male	141	94.3	30.1	27.1	28.6	14.3	42.9
Female	131	97.7	22.0	34.6	30.7	12.6	43.3
Racial/Ethnic Group							
White	115	98.3	11.6	22.3	42.0	24.1	66.1
African-American	156	94.2	36.7	37.4	20.4	5.4	25.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	223	96.4	17.8	31.3	34.6	16.4	50.9
Disabled	49	93.9	65.2	28.3	6.5	N/A	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	272	96.0	26.2	30.8	29.6	13.5	43.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	272	96.0	26.2	30.8	29.6	13.5	43.1
Socio-Economic Status							
Subsidized meals	147	94.6	38.1	34.5	19.4	7.9	27.3
Full-pay meals	125	97.6	12.4	26.4	41.3	19.8	61.2

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	201	93.0%	173	8.7%	246	70.3%	N/A
Gender							
Male	99	93.9%	79	7.6%	121	64.5%	
Female	101	93.1%	94	9.6%	125	76.0%	
Racial/Ethnic Group							
White	96	96.9%	79	16.5%	107	76.6%	
African American	101	89.1%	91	2.2%	134	64.9%	
Asian/Pacific Islander	N/A	N/A	1	I/S	1	I/S	
Hispanic	4	I/S	2	I/S	4	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	190	93.7%	159	9.4%	212	77.8%	
Disabilities other than speech	11	81.8%	14	0.0%	34	23.5%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	197	93.4%	173	8.7%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	197	93.4%	173	8.7%	239	70.3%	
Socio-Economic Status							
Subsidized meals	83	90.4%	60	0.0%	109	59.6%	
Full-pay meals	114	95.6%	113	13.3%	137	78.8%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.0%	94.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	246	522
Number of Diplomas	173	396
Rate	70.3%	76.0%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	494	477	515	482	1009	959
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.5	18.3	19.8	18.9	19.7	18.0	20.2	18.3	20.0	18.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,856)				
First graders who attended full-day kindergarten	100.0%	N/C	96.9%	97.2%
Retention rate	5.0%	Down from 5.7%	5.4%	5.3%
Attendance rate	96.9%	Up from 95.6%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%		5.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		5.6%	5.1%
Eligible for gifted and talented	12.8%	Up from 12.4%	12.8%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.0%	Down from 13.4%	11.9%	10.9%
Older than usual for grade	6.3%	Down from 7.5%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.5%	1.0%	1.1%
Enrolled in AP/IB programs	8.0%	Up from 6.4%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	157	Up from 108	157	157
Completions in adult education GED or diploma programs	25	Down from 37	47	39
Annual dropout rate	9.5%	Up from 5.6%	3.4%	2.9%
Teachers (n= 281)				
Teachers with advanced degrees	46.3%	Up from 42.6%	50.0%	50.0%
Continuing contract teachers	92.2%	Down from 93.5%	86.5%	84.6%
Highly qualified teachers**	90.2%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	4.1%		4.0%	4.4%
Teachers returning from previous year	93.2%	Up from 92.9%	89.1%	89.9%
Teacher attendance rate	94.9%	Down from 95.0%	94.9%	94.7%
Average teacher salary	\$39,979	Up 3.4%	\$40,343	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.3%	0.3%
Prof. development days/teacher	9.2 days	Down from 10.1 days	12.5 days	12.0 days
District				
Superintendent's years at district	30.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.7 to 1	20.6 to 1	21.0 to 1
Prime instructional time	91.1%	Up from 89.5%	89.7%	89.5%
Dollars spent per pupil*	\$7,464	Down 3.1%	\$7,286	\$7,217
Percent of expenditures for teacher salaries*	55.1%	Up from 53.0%	56.6%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.2%	97.3%
Number of schools	8	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.9%	No change	2.2%	4.3%
Average age in years of school facilities	21	Up from 20	25	26
Number of schools with SACS accreditation	8	No change	10	8
Average administrator salary	\$63,720		\$66,740	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.9%	92.0%
Highly qualified teachers in high poverty schools**	83.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	14.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The 2003-2004 school year was a very successful one, and, as I have said before, these successes are only possible because of excellent teamwork that involves teachers, support staff, administrators, parents, students, and our Board of Trustees.

As a school district we have been very fortunate to sustain positive results in test scores, finance, technology, programs, compliance with state and federal requirements, and professional development.

There are many challenges that lie ahead in the area of state budget, academic achievement as mandated by state and federal law, and to ensure that all district personnel are in compliance with the "Highly Qualified" standards as part of the No Child Left Behind Act.

During the last three school years, we have lost approximately two million dollars of reoccurring monies as part of the state budget cuts. These cuts have placed tremendous hardships on our district operations, and most likely this trend will continue until the state replaces previous cuts along with increased allocation. We have reached our successes even with these constraints because of the tremendous dedication from our teachers, staff, students, parents, and administrators. Accountability established by state and federal law is designed to be raised continuously, which places a great responsibility on all of our students. I am confident that our classroom teachers will continue to lead our students in meeting these expectations.

Meeting the Highly Qualified status for teachers, which is part of the federal law, may require additional certification or a comprehensive evaluation process for many of our teachers. The district has 1 % years to determine the requirements for each teacher in order to be in compliance. We are very fortunate to have excellent teachers, and I know our district will experience very little difficulty with this federal initiative.

Also, I would like to acknowledge the many accomplishments of our students in academics as well as extracurricular activities, with a special thanks to personnel leading these programs.

I can assure you that on behalf of the Edgefield County Board of Trustees and all of our employees that each year we will continue to analyze our district operations which will lead to providing the best learning environment for our students.

I ask that you visit our schools, and we look forward to any suggestions as we continue to meet the challenge as we place children first.